


Akiak



BUILD BACKGROUND
Theme 1, Grade 4

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California State Standards




Reading

- **Vocabulary and Concept Development 1.2**
 - Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- **Vocabulary and Concept Development 1.3**
 - Use knowledge of root words to determine the meaning of unknown words within a passage.

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California State Standards




Reading

- **Structural Features of Informational Materials 2.1**
 - Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
- **Comprehension and Analysis of Grade-Level-Appropriate Text 2.2**
 - Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

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California State Standards




Reading

- **Comprehension and Analysis of Grade-Level-Appropriate Text 2.6**
 - Distinguish between cause and effect and between fact and opinion in expository text.
- **Narrative Analysis of Grade-Level-Appropriate Text 3.2**
 - Identify the main events of the plot, their causes, and the influence of each event on future actions.

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California State Standards



Reading



- **Narrative Analysis of Grade-Level-Appropriate Text 3.3**
 - Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Writing

- **Writing Applications (Genres and Their Characteristics) 2.4**
 - Write summaries that contain the main ideas of the reading selection and the most significant details.

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Connecting to the Theme
“Akiak”




- The title of this theme is *Journeys*.
- In this theme, you will encounter characters on journeys of different types.
- In “Akiak”, you will learn about a journey of intense endurance – a race through the Alaskan wilderness.

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Connecting to the Theme
“Akiak”




- What do you already know about Alaska?
- Volunteer to read aloud “Running the Iditarod.”
- How do the illustrations set the stage for the story?




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Connecting to the Theme
“Akiak”



Define the boldfaced Key Vocabulary words, and use these words as you talk about the Iditarod.



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Key Vocabulary



- blizzard
- checkpoint
- courageous
- experienced
- musher
- rugged

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blizzard


- A **blizzard** left tons of snow for the kids to play in.
- A **blizzard** is a snowstorm with strong winds.



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checkpoint

- The crew uses cones as a **checkpoint** along the construction route.
- A **checkpoint** is a place along a route where people sign in.



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courageous

- Michael was very **courageous** on his first day of school.
- **Courageous** is brave and fearless.



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experienced




- John is an **experienced** cattle rustler.
- **Experienced** is having the knowledge to do a particular task.
- The Spanish cognate of **experienced** is experimentado.




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musher



- Joanne is the **musher** of her dogsled that gives rides to children.
- A **musher** is the driver of a dogsled team.



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rugged




- Many hikers brave the **rugged** terrain of the desert.
- **Rugged** is having a rough, uneven surface.




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Strategy Focus: Summarize
“Akiak”




- Turn to page 29 and read the selection’s title and author.
- Take time to skim the selection and look at the pictures.
- What do the illustrations tell about the characters, plot, and setting of the story?




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Story Structure
“Akiak”




- You will focus on Story Structure as you read “Akiak.”
- To develop and practice the skill, you will complete the Story Map to look at how a problem and its solution affect the story’s plot and drive its characters.




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Focus Questions
“Akiak”




- Turn to Responding on page 52.
- Read the questions.
- Keep these questions in mind as you read “Akiak.”




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Purpose Setting
“Akiak”




Read and periodically summarize and predict the events in Akiak’s final chance to win the Iditarod.




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Supporting Comprehension
“Akiak”




- The text says that the dogs “knew it.” What do you think the dogs know? How do you think they know it?
- Why is this Akiak’s last chance to win?




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Setting
“Akiak”




- The **setting** of a story is where and when the story takes place.
- Writers use specific details to make the setting of a story clearer to the reader.




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Setting
"Akiak"





- Tell the details on page 30 that indicate the setting of the story.
- What do you know about the landscape of Alaska?
- Use the graphic organizer on the next slide to take notes on the details you find as you read.



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Setting
"Akiak"




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Setting
"Akiak"



- After you complete the story, discuss how the setting affected the plot or action of the story.
- Would the story be very different if it were set a hundred years earlier or in a southern state?



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Supporting Comprehension
“Akiak”




- What does it mean to “work the team through Akiak?”
- Why do you think the dogs take their lead from Akiak and not from Mick?
- How does the author relate Akiak’s importance to the team in this last paragraph?




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Cross-Curricular Connection
“Akiak”




- The Iditarod, founded in 1973, has become Alaska’s foremost sporting event.
- Teams average sixteen dogs apiece, and there are twenty-six checkpoints from Anchorage to Nome.
- One man, Rick Swenson, won the race five times.



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Cross-Curricular Connection
“Akiak”




- Susan Butcher won it four times, setting what was in 1990 the speed record of eleven days, one hour, fifty-three minutes, twenty-three seconds.
- Since then, the record has been broken several times.
- The slowest winning time, in 1974, was twenty days, fifteen hours, two minutes, and seven seconds.

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Cross-Curricular Connection
“Akiak”




- The loser of each race is awarded a red lantern.
- The longest time it has taken a team to cross the finish line is thirty-two days, fifteen hours, nine minutes, and one second.




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Strategy Focus: Summarize
“Akiak”




- Good readers take the time to think about what they have read and mentally summarize, or outline, the plot.
- This helps readers to focus on the main events in the story and enables them to predict what might happen later on.




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Strategy Focus: Summarize
“Akiak”



- To summarize the action you might ask, “Three days have passed. What has happened so far?”
- Quickly write a three- or four-sentence summary of the action so far.
- Share your summary with the class.



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Supporting Comprehension
“Akiak”




- What does the phrase “break out” mean in the sentence that begins “The dogs were ready to break out...?”
- Why do you think the author has included the detail about the rules of Iditarod?




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Supporting Comprehension
“Akiak”




In the last two paragraphs on page 34, the author gives two possible outcomes for the story. What are they?




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Supporting Comprehension
“Akiak”




- According to the author, why is the going tougher when you are in first place in Iditarod?
- Do you think Mick made her move at the right time? Why or why not?




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Supporting Comprehension
"Akiak"




What is the problem facing Mick and Akiak?




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Word Study
"Akiak"




Many of the proper nouns in this selection come from the Inuit and Aleut languages of the indigenous peoples of Alaska.





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Word Study
"Akiak"




Words that have entered English from those languages include:

- Alaska (from an Aleut word meaning "object toward which the action of the sea is directed, or mainland")
- kayak (a lightweight canoe)
- parka (a hooded fur jacket)
- mukluk (a soft boot)



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Cause and Effect
“Akiak”




- A **cause** is an explanation for the event and an **effect** is a description of an event.
- Readers can ask questions to identify causes and effects:
 - Why did it happen? (to determine a cause)
 - What happened? (to determine an effect)


Yes
 Maybe
 No

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Cause and Effect
“Akiak”




- Sometimes, clue words help signal cause-effect relationships.
- Possible clue words include *because, so, since, and as a result.*
- Use the text on page 37 to complete these cause-effect chains.



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Cause and Effect
“Akiak”



“Akiak”
Cause and Effect

CAUSE Why it happens	EFFECT What happens
The team had to stop for Akiak	Akiak's role ...

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